

South Elementary

900 Patriot Street
Dillon, SC 29536

Grades	PK-3 Elementary School	
Enrollment	332 Students	
Principal	Carla Angus	843-774-1210
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	29	84	22

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes
2005	Average	Unsatisfactory	No
2006	Good	Excellent	Yes

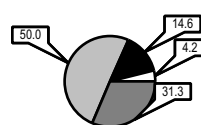
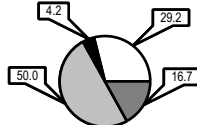
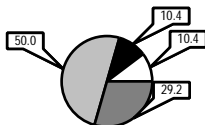
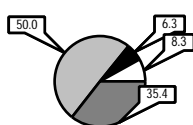
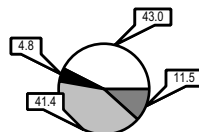
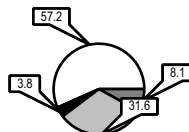
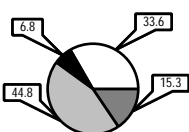
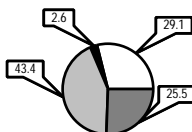
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	51	100.0	8.3	50.0	35.4	6.3	60.4	Yes	Yes
Gender									
Male	30	100.0	14.8	48.1	25.9	11.1	55.6	N/A	N/A
Female	21	100.0	0.0	52.4	47.6	0.0	66.7	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	45	100.0	9.1	54.5	31.8	4.5	56.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	46	100.0	4.7	51.2	37.2	7.0	62.8	N/A	N/A
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	8.3	50.0	35.4	6.3	60.4	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	51	100.0	8.3	50.0	35.4	6.3	60.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	47	100.0	6.8	52.3	34.1	6.8	59.1	Yes	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	51	100.0	10.4	50.0	29.2	10.4	58.3	Yes	Yes
Gender									
Male	30	100.0	14.8	44.4	25.9	14.8	59.3	N/A	N/A
Female	21	100.0	4.8	57.1	33.3	4.8	57.1	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	45	100.0	9.1	54.5	25.0	11.4	56.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	46	100.0	7.0	48.8	32.6	11.6	62.8	N/A	N/A
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	10.4	50.0	29.2	10.4	58.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	51	100.0	10.4	50.0	29.2	10.4	58.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	47	100.0	9.1	47.7	31.8	11.4	61.4	Yes	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	51	100.0	29.2	50.0	16.7	4.2	20.8
Gender							
Male	30	100.0	33.3	40.7	22.2	3.7	25.9
Female	21	100.0	23.8	61.9	9.5	4.8	14.3
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	45	100.0	31.8	50.0	13.6	4.5	18.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	46	100.0	25.6	51.2	18.6	4.7	23.3
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	29.2	50.0	16.7	4.2	20.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	51	100.0	29.2	50.0	16.7	4.2	20.8
Socio-Economic Status							
Subsidized meals	47	100.0	27.3	50.0	18.2	4.5	22.7
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	51	100.0	4.2	50.0	31.3	14.6	45.8
Gender							
Male	30	100.0	3.7	59.3	22.2	14.8	37.0
Female	21	100.0	4.8	38.1	42.9	14.3	57.1
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	45	100.0	4.5	52.3	27.3	15.9	43.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	46	100.0	4.7	46.5	34.9	14.0	48.8
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	4.2	50.0	31.3	14.6	45.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	51	100.0	4.2	50.0	31.3	14.6	45.8
Socio-Economic Status							
Subsidized meals	47	100.0	2.3	50.0	34.1	13.6	47.7
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	64	100.0	24.2	40.3	35.5	0.0	35.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	8.3	50.0	35.4	6.3	41.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	64	100.0	29.0	38.7	14.5	17.7	32.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	10.4	50.0	29.2	10.4	39.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	64	100.0	40.3	37.1	17.7	4.8	22.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	29.2	50.0	16.7	4.2	20.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	64	100.0	30.6	30.6	19.4	19.4	38.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	4.2	50.0	31.3	14.6	45.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 332)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.9%	Up from 2.3%	3.9%	2.8%
Attendance rate	94.6%	Up from 93.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	0.0%	No change	5.3%	10.4%
On academic plans	N/A	N/AV	46.0%	33.6%
On academic probation	N/A	N/AV	1.0%	1.0%
With disabilities other than speech	2.4%	Down from 4.1%	7.1%	7.5%
Older than usual for grade	0.8%	Down from 1.2%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	56.5%	Up from 52.4%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.4%	N/A	3.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 89.2%	85.3%	87.3%
Teacher attendance rate	94.7%	Down from 96.2%	94.7%	94.9%
Average teacher salary	\$40,483	Up 3.6%	\$41,467	\$42,485
Prof. development days/teacher	24.8 days	Up from 14.3 days	13.5 days	13.3 days
School				
Principal's years at school	1.0	Down from 20.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.8 to 1	16.9 to 1	18.6 to 1
Prime instructional time	85.9%	Down from 87.5%	88.8%	89.7%
Dollars spent per pupil*	\$6,479	Up 10.0%	\$7,190	\$6,557
Percent of expenditures for teacher salaries*	58.6%	Up from 57.3%	61.9%	64.0%
Percent of expenditures for instruction*	65.3%		68.0%	69.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	96.2%	Down from 97.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At South Elementary, it is our belief that all children can learn and achieve success. The mission of South Elementary is to enable students to become productive, responsible, caring, life-long learners by providing challenging, innovative and successful learning experiences. The curriculum at South Elementary is based on best practices proven in research and is driven by the South Carolina curriculum standards. South Elementary is a Reading First school that emphasizes the importance of reading and the role it plays in all subject areas.

At South, we believe that parental involvement is essential in the overall success of students. South provides many opportunities for parent participation. Magical Moments offers opportunities for parents to join their children in the school's library each Friday to listen to a story and learn important reading strategies. Also, the school is provided a First Steps facilitator who visits the homes of children under the age of four twice a week. The facilitator demonstrates for the child's parent how to teach their children age-appropriate readiness skills. Other opportunities such as Grandparent's Day, the Spring Fling/Field Day, National Education Week, grade level performances, school plays, Reading Counts, Reading is Fundamental (RIF), Awards Day and PTO encourage parent and community participation on a regular basis. Individual classroom teachers also offer opportunities, such as an Author's Tea, Book-in-a-Bag, and interdisciplinary units for parents to visit classrooms and celebrate student successes.

South Elementary teachers work to continually learn and improve their teaching practices. Weekly grade-level planning, staff development opportunities, and graduate courses related to their teaching ensure that all teachers at South Elementary are well qualified for their positions.

With a strong commitment to enhancing each individual student's education through research-based programs and innovative teaching techniques, it is evident that everyone at South Elementary is dedicated to making a difference in each child's life.

Carla Angus, Principal
Lisa Savage, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	49	44
Percent satisfied with learning environment	100.0%	100.0%	90.7%
Percent satisfied with social and physical environment	91.3%	100.0%	90.7%
Percent satisfied with school-home relations	78.3%	100.0%	88.6%

*Only students at the highest elementary school grade level at this school and their parents were included.